CRITICAL THINKING & METHODS OF INQUIRY
LDST 250-03 & -04: SPRING 2016
03 TUES./THURS. 1.30-2.45  JEPSON HALL 102
04 TUES./THURS. 3.00-4.15  JEPSON HALL 102
COURSE WEBSITE: HTTPS://BLOG.RICHMOND.EDU/CRITICALTHINKING/

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COURSE DESCRIPTION
The goal of this course is to help students develop critical thinking skills and provide an introduction to methods of research inquiry. In a society inundated with information from modern media – television, radio, movies, news, and the internet – it is crucial that we as responsible citizens be able to distinguish the good information from the bad, the truth from falsehood. Leaders are frequently required to make judgments about topics and in situations they know little about – critical thinking skills help them to assess what information they have in order to make good judgments about people, information, and ideas. It is also important for us – whether we are leaders, followers, or both – to be able to view the information and opinions with which we are presented from multiple standpoints, and to be able to assess and judge what we see and hear in context and with regard to our own ethics and mores. As members of a university, national, and global community, it is our responsibility to question not only what appears in the media, but the ideals and ideologies we already hold; as critical thinkers, it is important for us to bring these critical skills to bear not only in our examination of leadership and on the leaders we have chosen to follow, but also in our efforts to maintain life-long learning.

COURSE OBJECTIVES
In this course, students will learn the following skills:
- How to critically read, listen, and observe
- How to evaluate information and locate bias
- How to analyze arguments and systems
- How to anticipate problems and counterarguments
- How to construct an analytical and well-researched argument in writing and in speech
- How to reflect on their own views and biases

REQUIRED TEXTS
The Poisoner’s Handbook by Deborah Blum (Penguin)
Hot, Flat, and Crowded by Thomas L. Friedman (FSG)
How to Lie with Statistics by Darrell Huff (Norton)
Doing Good Better by William MacAskill (Gotham)
A People’s History of the United States by Howard Zinn (Harper Perennial)
All texts are available at the University of Richmond Bookstore. Additional readings will be provided on Blackboard (BB).

**COURSE REQUIREMENTS**

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**Attendance/Class Participation (10%)**

All students are expected to attend classes regularly and to contribute to class discussions. Your grade will be based on whether you are present (and on time) and whether you contribute regularly and thoughtfully to class discussions. Students absent more than two class periods must either provide adequate documentation of participation in a University-sponsored event, or of a serious illness, injury, or other emergency, or receive a penalty to their grade.

Students unable to participate or uncomfortable participating verbally may write a 600-word discussion response to the day’s material and class discussion to be turned in electronically by midnight on the day of the class in question.

**Weekly Response Blog (5%)**

Each student is expected to write a brief, informal reaction to the readings assigned for the week or to respond to other students’ reactions. There will be ten of these collected throughout the semester. Students are expected to demonstrate knowledge of the readings and to engage with them thoughtfully. Responses will not be graded on style or organization, only content. The blog assignment may be found here: http://blog.richmond.edu/criticalthinking/reading-response-blog-assignment/. This is also where you will go to post your entries.

Three times per semester, each student is expected to post one entry (a total of three) on a lecture or seminar event held at the University. These events include, but are not limited to, Jepson Forum Events or departmental speaker series lectures. Forum events are listed on the syllabus, but other events will be mentioned in class and via email. Students will also be able to find events through SpiderBytes.

**Discussion Starter (5%)**

Each student will be expected to start discussion once during the course of the semester. This is *not* a formal presentation; students are expected to bring five questions or problems to begin the day’s discussion. At least one question must relate to each assigned work for the day. Discussion questions are due to Dr. Bezio 24 hours before the assigned class.

**Research Project (45%)**

There will be a long research project in this course which will contain several short papers, and will culminate in one longer paper. All papers and assignments are expected to be the students’ original work and follow the guidelines of the Honor Code. Papers
should contain correct, formal language and a complete works consulted bibliography. Papers may be turned in via hard copy or email (email papers must be received by the due date and time and open properly to be considered acceptable). Papers received electronically will be graded using the Microsoft Word Reviewing tool and emailed back.

Late papers will be penalized one grade (A to A-) for each day they are late. Technical problems (computer or email) are not an acceptable excuse for lateness: back up your files on Box and/or an external jump drive, and save often.

**Group Project (15%)**
There will be a group GivingGames project in this course which consists of a group research paper and individual blog posts. Students will be assigned to a group and tasked with researching the ethics and effectiveness of a chosen charity; over the course of the semester, students will research their charities, then write a group analysis of that charity with a recommendation for or against it. During the project, students will post updates to the course blog documenting the research process and discussing their ideas and concerns. The assignment for the blog may be found here: http://blog.richmond.edu/criticalthinking/givinggames-project-blog/.

**Exams (20%)**
There will be both a midterm and a final exam. Students are expected to be present for both exams during their scheduled time. Exams will be a combination of matching, short and long answer, and essay questions. The Final Exam will be offered on two days and times. You must take the exam on one of those two scheduled times (unless you have a specific exam exemption).

**CLASSROOM POLICIES**
Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are permitted on working days, but use of the internet (via laptop, cell phone, or PDA) during classtime is strictly prohibited. Please bring paper/notebook and writing implements for taking notes during regular classes. Students are expected to bring hard copies of books/chapters/articles to class. Too many laptops are used for non-class purposes during classtime. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. Technical difficulties are not an acceptable excuse for lateness, so save work often and in different places (jump drives, email, etc.). All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the
assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

**JEPSON POLICIES**

*Awarding of Credit*
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

http://registrar.richmond.edu/services/policies/academic-credit.html

*Disability Accommodations*
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

http://studentdevelopment.richmond.edu/disability-services/policies.html

*Honor System*
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

http://studentdevelopment.richmond.edu/honor/

*Religious Observance*
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

http://registrar.richmond.edu/planning/religiousobs.html

**STUDENT RESOURCES**
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (http://asc.richmond.edu or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

Career Development Center (http://cdc.richmond.edu/ or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

Counseling and Psychological Services (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

Speech Center (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique
sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

Writing Center assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work: http://writing.richmond.edu

Boatwright Library Research Librarians assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM. Link to http://library.richmond.edu/help/ask.html or call 289-8669.
COURSE SCHEDULE, LDST 250-03/04
Class days are in **bold**; dates of speakers or events are **underlined**.
Readings listed under a particular day are **due that day**.
Readings marked (BB) are available on BlackBoard.

**Tues., Jan 12**
Welcome to Critical Thinking and Methods of Inquiry
GivingGames Project
Long-Term Research Project

**Thurs., Jan. 14**
Arguments & Language
Reading: *Understanding Arguments* Chapters 1 & 2 (BB)
Exercises: Choose 2 from Exercise III (p. 9); all of Exercise I (p. 21); all of Exercise II (pp. 25-26); all of Exercise VIII (p. 39); all of Exercise XI (p. 43)
Cause Project: Choose three “Causes” or “Issues” that are important to you. You will be spending all semester with your final choice, so choose wisely.

**Thurs., Jan. 14**
One Book, One Richmond Series Speakers Alfred Dewayne Brown and Brian Stolarz, “Innocent Going In—Innocent Coming Out,” 4.30pm (Moot Court Room)

**Sun., Jan. 17**
Screening of *Selma*, 3pm (Byrd Theatre)

**Mon., Jan. 18**
MLK Kick-Off Breakfast, 9.30am (Dhall)
MLK Day of Service, 10.30am (sign up at www.richmond.edu/mlk)
MLK Commemoration Ceremony, 5.30pm (Camp Concert Hall)

**Tues., Jan. 19**
Introduction to GivingGames & Effective Altruism
Assigning Groups for the GivingGames Project
Reading: *Doing Good Better* Introduction, Chapters 2-3
Cause Project: Write **two paragraphs** about why each of your three potential CftSs is important to you and how you think you might turn it into a research topic (ask questions, talk about what you don’t know or concerns you have, etc.).

**Thurs., Jan 21**
How Charities Work (or Not)
Reading: *DGB* Chapter 15
    *Half the Sky* Chapters 11 & 13 (BB)

**Fri., Jan. 22**
CCE Brown Bag, “Personal Reflections on Civil Rights in Richmond,” 12.30pm (THC 305)
Mon., Jan. 25
Biology Seminar Series Speaker Blanche Capel, “Gonad Development,” 1pm (Gottwald Auditorium)

Tues., Jan. 26
Logic & Fallacies
Reading: *Understanding Arguments* Chapter 3 (BB)
   Fallacies & The Language of Faulty Logic (Handout)
   Forms of Arguments: Reasoning (Handout)
Exercises: Exercise IV (p. 61); Exercise IX (p. 74)
Cause Project: Find two articles online with opposing views related to your assigned CftS. In each, highlight or underline the fallacies, problems with argument, and errors in reasoning and label them (this may be done by hand or using Adobe or Word). Be sure to bring a hard copy to class.

Tues., Jan. 26
Workshop Leader Debby Irving, “Leveling the Playing Field—Interrupting Patterns of Privilege,” 3pm (THC 310)
Discussants Kirby Dick and Amy Ziering, screening of *The Hunting Ground*, 6pm (Alice Haynes Commons)
Lecturer in Economics and Business History Thomas Berry, “Inequality Rising: Towards an Aristocracy of Wealth?” 7.30pm (International Commons)

Weds., Jan. 27
One Book, One Richmond Speaker Thomas Haynesworth, “Tale of an Exonerated Man,” 5pm (Brown-Alley Room)

Thurs., Jan. 28
Beginning Research Projects
How to Find Charity Resources (Lucretia McCulley)
Reading: *DGB* Chapter 10
GG Project: Initial Impressions Blog Post

Thurs., Jan. 28
Jepson Forum Speaker James Hamblin, “Scientific Storytelling: Deconstructing the Media’s Critical Role in Public Health,” 7pm (Jepson Alumni Center)

Fri., Jan. 29
CCE Brown Bag, “LGBTQ Campus Life at UR Through the Years,” 12.30pm (THC 305)

Mon., Feb. 1
Biology Seminar Series Speaker Mónica Feliú-Mójer, “Scientific Communication,” 1pm (Gottwald Auditorium)
**Tues., Feb. 2**

Statistical Errors
Reading: *How to Lie With Statistics* Chapters 1-3, & 8

Cause Project: Find some charts or statistics related to your assigned CftS option (at least one chart/graph per “side” of the cause) and take notes on/with them, talking about how well or poorly they represent the issues. Email the charts/graphs to Dr. Bezio before class (without notes), and turn in annotated copies separately.

**Thurs., Feb. 4**

Introduction to Systems Theory & Global Systems Failure
Reading: Dorner Reading (BB)

*Hot, Flat and Crowded* Chapter 1

**Fri., Feb. 5**

CCE Brown Bag, “Have Your Seen *The Wire*?” 12.30pm (THC 305)

**Mon., Feb. 8**

Biology Seminar Series Speaker Kenton Swarz, “Ion Channels,” 1pm (Gottwald Auditorium)

URD Local Government Excursion: City Council, 5pm (register through the CCE)

**Tues., Feb. 9**

What’s Wrong with The World?
Reading: *HFC* Chapters 3, 8-9

Cause Project: Form a list of at least 10 legitimate sources (not opinion pieces or unreliable sources) you will use for your CftS paper, with 1-2 sentences per source explaining what use you think it will be. (You do not have to have read all 10 at this point, but you should at least know what they are about.) At least two of these sources should provide historical background for your CftS—start reading them.

**Thurs., Feb. 11**

The Problem with Industrialization
Reading: *HFC* Chapters 15-17

GG Project: Initial list of three sources **per person** that they will use to research their group’s charity, along with 1-2 sentences per source about how it will help them, posted to the blog.

**Thurs., Feb. 11**

ChinaFest 2016 Lecturer Kenneth Lieberthal, “Xi Jinping’s China: Goals, Challenges and Prospects,” 7pm (International Center Commons)

**Fri., Feb. 12**

CCE Brown Bag, “Civic Leaders and Their Neighborhoods,” 12.30pm (THC 305)

**Mon., Feb. 15**

Biology Seminar Series Speaker Vlad Douovnikoff, “Epigenetic Studies in Plants,” 1pm (Gottwald Auditorium)
**Tues., Feb. 16**
Oil Ruins Everything (Maybe)
Reading: *HFC* Chapters 4 & 14
*A People’s History of the United States* Chapter 25

Cause Project: Provide an outline of historical causation for your CftS—this can be in bullet-point or timeline form. When did this first become an issue? How have social movements appeared and disappeared along its history? What are the major events that have made it into what it is today?

**Tues., Feb. 16**
URD Local Government Excursion: School Board, 5pm (register through CCE)

**Thurs., Feb. 18**
War and the Nation
Reading: *PHUS* Chapters 14 & 16

**Fri., Feb. 19**
CCE Brown Bag, “Engaging the Next Generation of Philanthropists,” 12.30pm (THC 305)
Annual Connecting Women of Color Conference, 1pm (Jepson Alumni Center)

**Mon., Feb. 22**
Biology Seminar Series Speaker Andy Davis, “Migration Biology, Indicators of Animal Stress and Fitness,” 1pm (Gottwald Auditorium)
Museums Lecturer Michael Schreiber, “One Man Show: The Art and Life of Bernard Perlin,” 6pm (Camp Concert Hall)

**Tues., Feb. 23**
Review for Midterm
GG Project: Second Impressions Blog Post

**Tues., Feb. 23**
Tucker-Boatwright Series Author Benjamin Percy, 7pm (International Center Commons)

**Weds., Feb. 24**
Jepson Forum Speaker Nina Munk, “The Perils of Good Intentions,” 7pm (Jepson Alumni Center)

**Thurs., Feb. 25**
Midterm Exam

**Fri., Feb. 26**
CCE Brown Bag, “Social Enterprise in RVA,” 12.30pm (THC 305)

**Sun., Feb. 28**
Peple Lecture Series Speaker Scott Simon, 3pm (Ukrop Auditorium)
Mon., Feb. 29
One Book, One Richmond Series Speaker Bryan Stevenson, *Just Mercy*, 12pm (Moot Court Room)
Biology Seminar Series Speaker Angie Hilliker, “Lost in Translation: How Do Cells Regulate when mRNAs Will be Translated?” 1pm (Gottwald Auditorium)
One Book, One Richmond Series Speaker Bryan Stevenson, “American Injustice: Mercy, Humanity, and Making a Difference,” 6pm (Camp Concert Hall)

Tues., Mar. 1
History is Told by the Victors
Reading: *PHUS* Chapters 1 & 4
Cause Project: Using at least 4 historical sources (at least 2 from your list of 10) on the background of your CftS, write a 5-7 paragraph summary of how it came about. (see assignment sheet, “How it Came to Be,” for more details)

Weds., Mar. 2
Intercollegiate Seminar with Mitchell Merling, Jeffrey Allison, and Richard Waller, “The French Horse from Géricault to Picasso,” 6pm (Camp Concert Hall)
Tucker-Boatwright Series Speaker Kelly Link, “A Vampire is a Flexible Metaphor,” 7pm (Brown-Alley Room)

Thurs., Mar. 3
Yes We Have Class Today
Why Race Matters
Reading: *PHUS* Chapters 9 & 17
Half the Sky Chapters 10 & 12 (BB)
GG Project: List at least six sources per person that will be useful in researching the group’s charity (you MAY repeat from the first source list). Three sources must have two full paragraphs (3-5 sentences) explaining what the source is about and how it will be used—these must have been read. The other three sources will have 1-2 sentences, as with the first list.

March 5-13 SPRING BREAK

Mon., Mar. 14
Biology Seminar Series Speaker Jory Brinkerhoff, “Tick Borne Diseases,” 1pm (Gottwald Auditorium)

Tues., Mar. 15 – Beware the Ides of March
Et tu, Brute?
Reading: *PHUS* Chapters 18 & 19
Half the Sky Chapters 10 & 12 (BB)
GG Project: List at least six sources per person that will be useful in researching the group’s charity (you MAY repeat from the first source list). Three sources must have two full paragraphs (3-5 sentences) explaining what the source is about and how it will be used—these must have been read. The other three sources will have 1-2 sentences, as with the first list.
Thurs., Mar. 17 – St. Patrick’s Day
Snakes in the Grass, Perhaps
Reading: “The Caging of America” (BB)
Watch: *Shakespeare Behind Bars*

Fri., Mar. 18
CCE Brown Bag, “Climate Change and the Liberal Arts: What Are the Connections?” 12.30pm (THC 305)
Marshall Center Speaker Mary P. Nichols, “Leaders and Leadership in Thucydides’ *History*,” 4.30pm (Brown-Alley Room)

Mon., Mar. 21
Biology Seminar Series Speaker Christine Thisse, “Stem Cells and Vertebrate Body Formation,” 1pm (Gottwald Auditorium)
Neumann Lecture on Music Speaker J. Peter Burkholder, “From Improvisation to Symphony: Charles Ives as Organist and Composer,” 7.30pm (Camp Concert Hall)

Tues., Mar. 22
Failing American Education
Reading: *America’s Unmet Promise* (BB)
Cause Project: Write a 5-7 paragraph summary of the current state of your CftS. What are the issues it currently faces? What organizations or ideological positions are involved in it? What are the complications that make it a problem? (see “State of Things” on assignment sheet)

Thurs., Mar. 24
Liberal Arts & Class
Reading: *Paying for the Party* Introduction, Chart, & Chapter 8

Excellent Sheep Chapter 8
GG Project: Current Thoughts Blog Post

Thurs., Mar. 24
Tucker-Boatwright Series Speaker Walter Mosley, 7pm (Alice Haynes Commons)

Fri., Mar. 25

Mon., Mar. 28
Biology Seminar Series Speaker Rachel Horack, “Archaeal Ammonial Oxidation in the Changing North Pacific Ocean,” 1pm (Gottwald Auditorium)

Tues., Mar. 29
What Do Grades Matter, Anyway?
Reading: Excellent Sheep Chapters 5 & 6
Tues., Mar. 29
Robins Executive Speaker Series Speaker Lenore Vassil from WeWork, 6pm (Ukrop Auditorium)

Thurs., Mar. 31
Group Project Work Day

Thurs., Mar. 31
OSHER Speaker and Holocaust Survivor Jay Ipson, “The Wrench that Saved a Family,” 4pm (TBA)

Fri., Apr. 1
CCE Brown Bag, “Incarceration to Civil Society: Supporting a Just Re-Entry,” 12.30pm (THC 305)

Mon., Apr. 4—Group GivingGames Paper Due by 5pm

Mon., Apr. 4
Biology Seminar Series Speakers Sammi Unangst and Bishan Bhattarai, 1pm (Gottwald Auditorium)

Tues., Apr. 5
History Meets Science: A Case Study in Critical Thinking
Reading: *Poisoner’s Handbook* Prologue-Chapter 3
GG Project: Pre-Vote Thoughts Blog Post (on group’s charity)

Tues., Apr. 5
Tucker-Boatwright Series Author Glen Duncan, 7pm (Keller Hall Reception Room)

Thurs., Apr. 7
Voting Day
GG Project: Each group must bring a poster and present their argument for why the class should (or should not) choose to donate to their charity. Presentations should be no longer than 10 minutes per group.
Reading: *PH* Chapters 4-6

Thurs., Apr. 7
Jepson Forum Speaker Wendy Chung, “Is the Future of Medicine in our DNA?” 7pm (Jepson Alumni Center)

Mon., Apr. 11
Biology Seminar Series Speaker Joel McManus, “Evolution mRNA Translation Regulation in Yeasts,” 1pm (Gottwald Auditorium)
**Tues., Apr. 12**
The Aftermath: Time to Talk About What Happened with the GivingGame
Reading: *PH* Chapters 7-9
GG Project: Post-Results Blog Post

**Tues., Apr. 12**
Tucker-Boatwright Series Author Emily St. John Mandel, 7pm (Brown-Alley Room)

**Thurs., Apr. 14**
History Meets More Science: Case Study Continued
Reading: *PH* Finish
Cause Project: Write 1-2 paragraphs each on the two biggest concerns facing your CfS. Why are they the biggest concerns? How might you suggest going about fixing them? **THEN** take all the existing pieces of your project and try to fit them all together into an outline (see “Cunning Plan” on the assignment sheet).

**Fri., Apr. 15**
Marshall Center Speaker William A. Galston, “Inclusive Growth: Challenges to the Post-War Democratic Compact,” 4.30pm (Brown-Alley Room)

**Tues., Apr. 19**
Where Do We Go From Here?
Reading: *PHUS* Chapter 23
*DBG* Chapter 6
Watch: *The Living Room Candidate* (selected decade)

**Tues., Apr. 19**
Tucker-Boatwright Series Speaker China Miéville, 4.30pm (Keller Hall Reception Room)

**Weds., Apr. 20**
Tucker-Boatwright Series Author China Miéville, 7pm (Ukrop Auditorium)

**Thurs., Apr. 21**
Final Exam Review & Wrap-Up

**Mon., Apr. 25**—Final Research Project Papers Due by 5pm (see “The Big Picture” on assignment sheet).

**Fri., Apr. 29**—Final Exam #1, 7pm-10pm
**Sat., Apr. 30**—Final Exam #2, 9am-12pm